



# Pupil Premium Strategy Statement 2023/24

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School Overview

Detail	Data
School name	<b>Poltair School</b>
Number of students in school	<b>861</b>
Proportion (%) of pupil premium eligible students	<b>37%</b>
Academic year/years that our current pupil premium strategy plan covers	<b>2021/22, 2022/23, 2023/24</b>
Date this statement was published	<b>September 2023</b>
Date on which it will be reviewed	<b>September 2024</b>
Statement authorised by	<b>Mark Everett</b>
Pupil Premium Lead	<b>Lee Adams</b>
Governor / Trustee Lead	<b>Nicole Skelton</b>

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£336,000</b>
Recovery premium funding allocation this academic year	<b>£78,798</b> <i>(10% retained by Trust)</i>
Pupil premium funding carried forward from previous years	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£ 406,918</b> <i>(£7,880 retained by Trust)</i>



## Part A: Pupil Premium Strategy Plan

### ➤ Statement of Intent

Poltair School is part of Cornwall Education Learning Trust, and over the last three years has been transformed. Outcomes for Pupil Premium (PP) students over the last year have progressed to being better than outcomes for Non-Pupil Premium students nationally.

We strive to develop confidence and character in all our students.

An environment is created to break down barriers so all can flourish. We identify needs early and use additional funding to further and enhance opportunities and experiences. Furthermore, we use targeted teaching and learning strategies and lead practitioners to support individual students.

Our ultimate objectives for the disadvantaged students at Poltair School can be summarised in three key areas:

Area 1 – Closing the Gap. Historical data shows there was a significant gap in the attainment of disadvantaged and non-disadvantaged students at Poltair School. We want PP students to achieve higher P8 scores than non-PP students nationally.

Area 2 – Removing Challenges to Learning. The key foci are Attendance and Literacy levels; these need to be improved so students can access our curriculum.

Area 3 – Building Rapports. Key members of staff (PP Lead and PP Champions) will work with key PP students and parents to support them through their educational journey at Poltair School.



## ➤ Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge Number	Detail of Challenge
1	Attendance
2	Literacy Levels – Reading Ages
3	Parental Engagement
4	Outcomes – In specific subject areas (lack of challenge and aspiration)
5	SEN

## ➤ Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
Pupil Premium students to hit 94% Attendance and achieve a Persistent Absence (PA) level of less than 18%.	Internal weekly/termly attendance data. Refer to attendance action plan.
Reading Ages to Improve.	Internal Assessment – NGRT. Refer to Reading Action Plan.
More Parents Invited into School.	Support Sessions. Targeted Parent Evenings. Masterclass Celebrations. Parent and Student events/sports. Parent Survey.
Improved P8 Score for this cohort.	Annual August Results Review.
Student experience improved for SEN/PP.	Successful deployment of additional adults and enhancement of provision.

## ➤ Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.



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## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £180,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Progress in English and Maths for students eligible for PP is in line or exceeds that of other students</p>	<p>Retention of Deputy Headteacher – Responsible for Student Experience and Disadvantaged to ensure experiences are offered to all.</p> <p>Recruitment of Assistant Headteacher – Pupil Premium Lead to raise awareness of inequalities.</p> <p>Recruitment of Pupil Premium Leads in each year group to support in closing the disadvantage gap in all areas from academic progress, behaviour, attendance and experiences.</p> <p>Recruitment for a breakfast club supervisor to ensure students are prepared for the day ahead.</p>	<p>1,2,3,4,5</p> <p>1,2,3,4,5</p> <p>1 &amp; 3</p> <p>1 &amp; 5</p>
<p>Progress in all other subjects for students eligible for PP at KS4 is in line or exceeds that of other students. Targets are located on our internal data sheets</p>	<p>CELT wide CPD group for disadvantaged to discuss the community and engagement of students across the trust and all Key Stages. (Termly)</p> <p>CPD opportunities for all PP leads to explore high performing schools to identify strategies to support our students at Poltair, i.e. Reach Academy Feltham visit.</p>	<p>2 &amp; 4</p> <p>3 &amp; 4</p>
<p>Students across both Key stages receive quality first teaching impacting on progress of the disadvantaged the most</p>	<p>Representation at the Cornwall Disadvantaged professional development session 'Onen Hag OLL' every term to support Cornish schools in improving outcomes for the disadvantaged.</p> <p>Whole school CPD on community circumstances and the context of disadvantaged in the area to ensure teaching styles and approaches meet the needs of all and focus on quality first teaching.</p> <p>Weekly meetings of PP Leads will ensure consistency of expectations regarding quality first teaching of PP students.</p>	<p>1 &amp; 4</p> <p>1,4,5</p> <p>1</p>



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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £80,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and Literacy focus in all lessons (FAB5), reading recovery, bespoke curriculum for lowest literacy, new well resourced library and library reading sessions fortnightly	Acquiring a broad range of tier 2 and tier 3 vocabulary is vital to access the curriculum and develop schemas. Reading comprehension and vocabulary is closely linked to attainment in English and Maths.	2,3,5
CELT Hub provision for students outside of our school setting	Ensuring access to KS3 and KS4 curriculums ensures that these students are not unduly disadvantaged by not being within our school setting.	1,3,4
PP tutor time interventions developed via disadvantaged tiering sheets	Various depending on intervention e.g. evidence behind effective revision, attendance, organisation and attitude towards education.	1,2,3,4
Attendance Clinics to support students in PA	Strategic and responsive interventions to target individual causes of low attendance.	1 and 3
Homework club supported by subject specialist teachers to remove barriers to technology	ARC computer room open daily to ensure barriers to online platforms are removed and students have the same provision.	4 and 5
Poltair + Enhancement Buses to support attendance at targeted revision Master Classes	4x Enhancement buses are available to ensure disadvantaged students can access support outside of the classroom.	1,2,3,4,5
Holiday Master Classes – Progress in the Open Bucket for students to complete small group intervention	Revision weekends targeting PP students to raise aspirations and work with industry experts.	3 and 4
Learning Centre provision for vulnerable students	Small group targeted work to support students to be able to access mainstream provision.	1,2,3,4,5
Pastoral Managers supporting with targeted intervention (e.g anxiety)	Emotional support for targeted students can increase attendance and attitude towards school.	1,3,4,5



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## Wider strategies (e.g. related to attendance, behaviour, wellbeing)

**Budgeted cost: £146,918**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equipment and Uniform for disadvantaged students to be provided whenever needed	Removing the poverty gap is crucial within a school setting and allowing all students to have an equal starting point.	1 and 3
Rewards for behaviour, attendance, excellence and attitude fortnightly and termly	Creates a positive culture within the school that encourages positive attendance and attitude towards education.	1 and 4
Poltair + enrichment offer for disadvantaged students	Recovery premium funding has been used to enhance our Poltair+ offer to counteract the impact of Covid on students' opportunities to experience extra-curricular activities – this includes provision of enhancement buses to allow students to attend, resources for these activities and additional staffing (i.e. Music tuition)	1,2,3,4
Personal parents evening appointments	Evidence is clear that high parental engagement in education and positive parental relationships can positively impact attendance and engagement.	1 and 3
Pastoral Managers supporting with attendance and behaviour	Behaviour interventions can positively impact both academic attainment but also social and emotional health.	1 and 3
Whole school breakfast club	Evidence shows by starting the day with a healthy breakfast and exercise increases engagement in learning.	1,3,4,5
Experiences including university visits and CEW	Removing the poverty gap is crucial to allow students to experience a range of activities to raise aspirations.	1,3,4
Trust School Improvement	10% of recovery premium funding is retained by the Trust to support school improvement (not included in total budgeted cost)	4

**Total budgeted cost: £406,918**



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- Evidence base used to develop strategy
  
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>
  
- <https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback>
  
- <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022 1.0.pdf?v=1650463957>
  
- <https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway>
  
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>
  
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>
  
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>
  
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>
  
- <https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res#:~:text=Breakfast%20clubs%20that%20offer%20pupils%20in%20primary%20schools,published%20by%20the%20Education%20Endowment%20Foundation%20%28EEF%29%20today.>



## Part B: Review of Outcomes in the previous academic year

### ➤ Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on students in the 2021-2022 and 2022-2023 academic years.

The outcomes at Poltair improved significantly. P8 improved from -0.93 in 2019 to +0.01 in 2022, an incredible achievement. Further to this the 2023 results remained above 0 and increased to +0.04, a great achievement for the school.

The majority of the Pupil Premium fund was used to support additional staffing in the following areas of the school:

- Learning Centre
- SEN
- Safeguarding
- The Reset Room
- Student Attendance

### ➤ Externally Provided Programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Game Changer	Real Ideas
Careerpilot	The Western Vocational Progression Consortium (WVPC)
Cornwall Education Business Partnership	Education Business Partnership
Careers Support	Careers 4 You, Next Steps South West, Compass Group



## ➤ Service Pupil Premium Funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>There were no Service Pupil Premium students in last year's Year 11 cohort.</p> <p>Currently there are 13 Service Pupil Premium students on roll at Poltair School:</p> <ul style="list-style-type: none"><li>Year 7 – 4 students</li><li>Year 8 – 3 students</li><li>Year 9 – 5 students</li><li>Year 10 – 0 students</li><li>Year 11 – 1 student</li></ul> <p>CPR meets termly with these students to discuss challenges to learning and progress within Core subjects.</p>
What was the impact of that spending on service pupil premium eligible students?	Students supported to complete all exams and become involved in additional opportunities and experiences.